

Day 4 Thursday - Here's My Dollar-

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GENERAL INFORMATION

Subject(s)	Language Arts (English), Reading
Topic or Unit of Study	Here's My Dollar by Gary Soto Week 4 Treasure Series
Concept(s)	How can we use persuasive writing? Students will practice building vocabulary.
Grade/Level	Grade 3
Time Allotment	1 class periods. 1.75 Hrs. per class.
Assessment of Prior Knowledge	For Whole Group Discussion: Students must know how to decipher and know the difference between non-fiction and fiction texts. Ask Students to Is Here's My Dollar a non-fictional or fictional text. For Persuasive Writing Center: The students must use use creative, persuasive language to convey a convincing message. Ask the students to describe and write a slogan of a simple product. For Vocabulary Center: Students must know the definitions of this week's vocabulary and how to use them in a meaningful way. Ask students to match definitions with the matching word on the interactive smartnote.
Instructional Materials	Persuading with Slogans-Sheet Here's My Dollar-Treasure Series Cardstock Paper Markers and crayons
Resources	<ul style="list-style-type: none">Materials and resources: Smartnote -Vocabulary "Here's My Dollar" Angel Arellano at age 16- http://abclocal.go.com/kfsn/story?id=7553797 Attachments: <ol style="list-style-type: none">Here's My Dollar Vocabulary.notebook9 slides of interactive vocabulary practicePersuading with Slogans.pubSlogan Buiding sheet
Summary	Whole class will discuss fiction and non-fiction and watch a video of Angel. Students will break up into small groups and rotate through the centers consisting of: vocabulary practice, persuasive writing with slogans, and spell city computer work.

STANDARDS AND OBJECTIVES

Standards	USA- Common Core State Standards (June 2010) Subject: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Grade: Grade 3 students: Content Area: Informational Text K-5 Strand: Reading Domain: Craft and Structure Standard: 6. Distinguish their own point of view from that of the author of a text.
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	<p>Strand: Writing</p> <p>Domain: Text Types and Purposes</p> <p>Standard:</p> <ol style="list-style-type: none"> Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section <p>Indicator :</p> <ol style="list-style-type: none"> Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. <p>Strand: Language</p> <p>Domain: Vocabulary Acquisition and Use</p> <p>Standard:</p> <ol style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
Lesson Objective(s)	<p>The Students will be able to:</p> <ul style="list-style-type: none"> Demonstate their vocabulary skills by using smartnote games, quizzes, and matchups Use persuasive writing to create a slogan Decipher whether Here's my Dollar by Gary Soto is fiction on nonfiction

PROCEDURES AND MODIFICATIONS

Introduction(Motivation)	<p>Jake and Amanda will ask students if the text we have been working on all week is fiction or nonfiction.</p> <p>Jake and Amanda will then proceed to show a video of the real Angel Arellano beeing interviewed several years later.</p>
Teaching / Activities	<ul style="list-style-type: none"> Students will listen to the audio tape of Here's My Dollar by Gary Soto while following along in their text. After reading and listening to the audio tape, Jake and Amanda will proceed to the introduction with the video of Angel Arellano. Then the students will break into 4 groups of 4 to 5 students. Students will be grouped heterogeniously. Each group will be at a different center. Each group will be at each center for approximately 20 minutes. The first center will be with Jake at the smartboard. Jake will use the smartboard to engage students with games, puzzles, and quizzes. If a group gets done with each different game and instructional slide, then Jake will use the link on the last slide to go to quizlet.com to find more activites as well as more difficult activities. The second center will be with Amanda. Amanda will start by showing students examples of various types of slogans. The group will discuss how the slogans make them feel and what inferences can be made based on what the slogan says. Next the group will go through the persuading with slogans activity. Amanda will facilitate students creating their individual slogan for their week's work. The third center will be an individual practice with computers at spellingcity.com. The forth center will be an opportunity for students to finish work from previous days and for revision and self-evaluation.
Closure	<p>Jake and Amanda will ask for volunteers to share and explain their slogan to the class as a whole group.</p>
Differentiated Instruction	<p>For slogan activity Amanda will give more support to students who need it.</p> <p>For vocabulary activity Jake will use more words using quizlet if students get through all of the slides on the Smartnote presentation.</p>

ASSESSMENT / EVALUATION

Assessment/Rubrics	<p>Jake will assess studets vocabulary skills informally during vocab lesson as well as with the mini-quiz at the end of the presentation.</p> <p>Amanda will assess their persuasive writing skills by collecting and grading the students' persuasive writing activities.</p>
Reflections	<p>Amanda:</p> <p>This was a lesson learned that everyone will have technology failure. I should not refer to this as failure, but to as an "overcoming." Thank goodness Jake had a back up plan, and it went smoothly. I now know I will always over plan and have a back up plan.</p>

I had the opportunity to guide students in a persuasive writing activity. I had several plans which were quickly changed or adjusted for each group. I allowed the students to lead my approach which was successful. I changed gears for each group I worked with. Some students were more creative and some needed much more guidance. Another thing I learned was, when to model. Before students started making their own slogan, I showed mine, and at least two students in each group wanted to copy mine. I thought an example would merely show the students what I expected them to do. However, they copied. If I were to do this lesson or center again, I would not show them a example that I created; I would only launch their creativity. Overall I feel the students met the objectives and the center was a success.

Jake:

By reflecting on this lesson I am able to learn much on what I did well and also my mistakes. I was surprised at how well the students enjoyed and learned from my lesson. I was thrilled that all students were able to learn with the vocabulary game that we played using the smartboard and quizlet.com. I was not expecting to have to use quizlet.com but when my first plan (smartnote w/ smartboard) did not load correctly I was glad that I had this great back-up plan. If was to change anything in this lesson, I would add more words to the quizlet.com set of words so that I could differentiate the instruction more for those students that could handle it. Other than this I would say that the lesson went well and besides the technological issues my performance was great.